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ABSTRACT

This model describes an educational intervention program, designed to meet the special needs of pregnant and parent teenagers by helping students to develop skills in optimal functioning and self-awareness and to build responsibility in fulfilling a new role. The program components deal with vocational and family life education to learn about living skills and supportive family relationships, emotional needs, health and family planning, crisis counseling, social services, and academic and vocational needs. This model home and family life program in an educational setting is presented as a catalyst to best serve the comprehensive needs of the young family. (Author/JAC)

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Teenage Parents: An Educational Program for Intervention

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Teenage Parents: An Educational Program for Intervention

Teenage pregnancy is a current phenomenon which has reached "epidemic" proportions in this country. Recent statistics show that one girl in ten is a parent before age 18 with the trend on the increase (Nye, 1976). The Washington State teenage pregnancy rate has risen spectacularly: 1974, 14,794; 1975, 16,101; 1976, 16,130; and 1977, 17,576 (Wernicke, 1978). Since 1968, births to young women under age 15 nationwide have risen 30%, and it is increasing most rapidly among girls age 14-16 (Furstenberg, 1976; Nye, 1976). At the January, 1979, Issaquah conference, "Children Having Children," Dr. Richard Soderstrom of the Mason Clinic and Planned Parenthood Advisory Committee, presented the statistic that in one eastside high school, 25% of the graduating senior young women and 15% of the adjacent graduating junior high girls had been pregnant. Abortions account for approximately half the number of total pregnancies in the teenage group. At a recent regional Child Welfare Conference in Seattle (May, 1979), Faye Wattleton, national president of Planned Parenthood, gave the new figure, 94% of teenage mothers are keeping their babies; only four years ago, the figure was 85%. It is recognized that the social consequences are high. Life choices are limited, educational and career plans are jeopardized, the interrupted development, the effects in economic and living conditions, the effects on the family and the child, and the fact that teenage pregnancy is high risk, all lead to problems of a crisis nature in the young adolescent female (Furstenberg, 1976; Nye, 1976). Campbell (1968) writes this now-classic description, which eleven years

later still appears valid:

> The girl who has an illegitimate child at the age of 16 suddenly has 90 per cent of her life's script written for her. She will probably drop out of school, even if someone else in her family helps to take care of the baby; she will probably not be able to find a steady job that pays enough to provide for herself and her child; she may feel impelled to marry someone she might not otherwise have chosen. Her life choices are few and most of them are bad (p.238).

The topic presented here is an outgrowth of interest for many years including involvement in the Seattle program going back to January, 1970, teaching in it from 1974-77, and participation in the advocacy organization. As an extension of recent graduate studies, an overview comparison was made of teenage parent educational programs with the approved program and funding of Vocational Home and Family Life Education. Soon after its completion, while involved in a class in crisis intervention, my thinking in the two areas, crisis counseling and teenage parent educational programs, began to merge and evolve into a rationale for an "ideal" model program.

I believe we can accomplish in an educational setting the fulfillment of the long-term goals of crisis counseling by helping the teenage mother to grow from the experience and increase in mastery of her coping behaviors and to gain greater self-awareness (Getz, et al, 1977).

Growing interest in the topic is evidenced by the number of other related events taking place in this state during the past year.

June 1978 - Preliminary 3-state planning committee meeting in Portland to prepare for this conference.

Continuing Research and Development

-- Batelle study under way in Seattle, Adolescent Socialization and Heterosexual Behavior, Michael Micklin, Elizabeth Thomson, and Jacqueline Gardner.

--WWU study on adolescents' use of contraception by Geo. Cvetkovich

--UW prevention study by Steve Schinke

Sept. 1978 - WACSAP conference in Yakima

Sept. 1978 - WSU project for 6 teenage parents--paid tuition and expenses

Fall 1978 - Barbara Radford, WSU grad student, did a study of the Seattle district policy regarding pregnant students

Nov. 1978 - Study committee on Seattle School Age Parent Program was formed

Nov. 1978 - State Board of Education member, Grant Anderson of Tacoma, was appointed to the Adolescent Parenthood Project of the National Association of State Boards of Education; purpose, to study policy and programs

Dec. 1978 - Overview study completed; distribution, estimated 600+ in this state and others; has been used to document what is happening in teenage parent education and to show need for improvement of program and services

Jan. 1979 - Beginning of International Year of the Child

Jan. 1979 - Issaquah "Children Having Children" Conference arranged by Bill Jennings for purpose of educating administrators and others to the problem

Jan. 1979 - Interest shown by Senators Eleanor Lee & Gould in Olympia: DSHS services to teenage parents, Resolution 79-14.

Jan-Mar - March of Dimes, Pierce Co., in-service to educators and others

Feb. 1979 - Job Corps project for teenage parents under way in Kent

Feb. 1979 - Nurses Continuing Education Conference on Teenage Parenthood in Richland, arranged by Carol Poole, WACSAP board member

Mar. 1979 - First PACSAP Newsletter

Mar. 1979 - School-age parents from several programs met at Seattle program to discuss needs

Mar. 1979 - Visit of Dr. Lulu Mae Nix, director of the HEW Office of Adolescent Pregnancy and Parenthood to Tacoma

Mar. 1979 - Carol Poole, WACSAP, participated in reorganization of NACSAP in Chicago

April 1979 - Advisory committee met to consider new teenage parent program in Bellingham
Other school districts have made inquiries

April 1979 - WACSAP received WHEA Group Contributing to Betterment of Family Living Award in Richland; accepted by president, Martha Lamberts

May 1979 - Nurses Continuing Ed Conference in Kenmore

May 1979 - Regional Child Welfare League Conf in Seattle

May 1979 - Teenage Parents (students) Conference in Tacoma

May 1979 - Seattle program study committee completed its draft letter to the superintendent

May 1979 - Follow-up to the Issaquah Conference sponsored by Bellevue PTSA

June 20-23 Western School Age Parent Conference in Portland

Though not exhaustive, the list shows the extent of local activity. Now is a critical time for consolidating resources to address the issues relating to prevention and to assist programs to enable the young parents to become responsible and independent.

Teenage Pregnancy Precipitates Crises

Developmental tasks interrupted--

The developmental tasks of adolescence are interrupted as new parenting responsibilities take precedence. Havighurst (1972), has described them:

> The tasks the individual must learn...that constitute healthy and satisfactory growth...arise at or about a certain period in the life of the individual, successful achievement of which leads to his happiness and to success with later tasks, which failure leads to unhappiness in the individual, disapproval by the society- and difficulty with later tasks (p. 2).

The developmental tasks arise from the inner and outer forces of physical maturation, cultural pressure, and personal values and aspiration. He emphasizes capturing the "teachable moment."

Havighurst divides a lifetime into separate stages. As an example, the chart below summarizes generally those tasks of adolescence and their educational implications:

DEVELOPMENTAL TASKS OF ADOLESCENCE	EDUCATIONAL IMPLICATIONS
1. Achieving new and more mature relations with age-mates of both sexes.	Failure can lead to unhappy adult life. Educational institutions are skill-building laboratories.
2. Achieving a masculine or feminine social role	More difficult for girls; can be helped to think out choices
3. Accepting one's physique and using the body effectively	Teach normality of variability; examples from literature can be used.
4. Achieving emotional independence of parents and other adults	Study conflict of generations in literature; teachers play useful role in weaning
5. Preparing for marriage and family life	Best preparation, complete #1, 4; Home and Life Family Class
6. Preparing for an economic career	Scientific vocational guidance
7. Acquiring a set of values & ethical system as guide to behavior; ideology	Develop express & instrumental values, learn to apply; literature.
8. Desiring and achieving socially responsible behavior	Study & improve the local community; study regional literature.

The significance to teenage parent counseling and education, is to help students to work through the developmental tasks of their adolescent stage while at the same time work through the necessary tasks of the intruding and overwhelming pregnant and parent stages. For many young people, not achieving the developmental tasks at the appropriate time can lead to crisis.

Dr. Arthur Elster, Chief of Adolescent Service, Madigan Army Medical Center until recently, spoke to the Fall, 1976 Conference of the Washington Alliance Concerned With School-Age Parents: "The attainment of the developmental tasks is essential if the adolescent is to achieve a well-integrated state of adult mental health. . . a program to care for the pregnant teenager must keep this psychosocial construct in mind." These tasks are accomplished through behavioral experimentation, both physical action and fantasy. Adults working with the adolescents must allow for the inconsistencies as they try different roles in adapting their behaviors to accomplish the task.

How does pregnancy interfere with adolescent, psychosocial development, and what is the extent and duration of the potential interruption in development? Dr. Elster, from his experience, suggests four mechanisms of interference in development. First, there is the social labeling--"promiscuous," "adult,"--these young women are expected to have adult behavior and knowledge. Second, either they are forced to be dependent on family with resulting tensions or the crisis of pregnancy forces them to be more independent and they are likely to be responsible including the use of birth control and remaining in school. Third, they may be inhibited in behavioral experimentation. Expecting adult behavior, pregnant teenagers are not allowed the luxury of experimentation and making mistakes or they risk being labeled irresponsible adults. Fourth, the pregnancy forces them to focus their attention outward and they avoid dealing with their psychosocial problems which delay their emotional growth.

There are some young women that appear to be handling their

personal developmental tasks and their parenting tasks at a satisfactory if not an optimum level. For those who make progress only from an intensive supporting environment, this help should be provided.

Consequences far-reaching--

The far-reaching consequences of teenage pregnancy are well-documented by Nye (1976) and can be summarized briefly.

For the mother. If she remains in school, interruptions due to demands of the child make it more difficult to study. Being a new mother interferes with dating and marriage; if she does marry, it will likely be to a young man who also lacks the education and experience necessary to get a steady, well-paying job. Care for the child limits personal freedom if she is on her own, or if she lives with her parent.

For the child. The child of a white mother, age 15, is two-and-a-half times more likely to die as a child of a mother age 25-30. Because the mother has not reached full biological maturity and may not have adequate nutrition and medical care, the baby may have developmental defects and a greater occurrence of mental retardation, underweight, and birth injuries. There is the greater possibility of child abuse and neglect when the parents are teenagers, probably due to unrealistic expectations and frustration.

For the father. If he takes hold of his responsibilities, he may need to interrupt his education. He may not have a strong emotional commitment to the young mother and he may not continue in the relationship or with his support. As a father he has legal responsibility for the support of his child; many also feel the moral responsibility.

For the maternal grandparents. Their plans for the use of their

time and financial resources are affected if they should choose to help support their daughter and her baby. Mother and grandmother are often in conflict over the care of the child. They may be disappointed in the changed dreams for the daughter's future and also in their role as grandparents.

For the entire population. With the financial costs of welfare, medical, disability, and special programs, teenage pregnancy precipitates crises affecting all of society.

Crises actuate special needs--

The crises or consequences or interrupted tasks of the pregnant and parent teenager all result in special needs. The identified needs appear to fall in these four broad general categories:

1. Health--knowledge, monitoring, family planning, babies health needs
2. Social--emotional, crisis counseling
3. Financial--welfare, other, childcare; job
4. Educational--knowledge and skills of homemaking and parenting; academic, vocational; graduation

Student-perceived needs will be addressed in a later section.

Decision-making--

Probably the most immediate crisis faced by the pregnant teenager is the necessity of confronting the reality; crisis counseling is to help her in dealing with the many immediate decisions that she must make. All options must be presented.

Abortion. If decided upon, it is easier to end the pregnancy in the first three months. Nye writes (1976)

> Compared to having a baby while in school, the consequences of ending the pregnancy are less for most young people. The medical risk is less than having a baby. For most girls (and others) the consequences of bearing a child are much greater than preventing the pregnancy by contraception or ending it. But although others are affected by her decision, the pregnant girl is the one who must decide. For some with strong religious or other feelings against abortion, the emotional effects may be considerable. For some, these feelings will outweigh the difficulties of having a baby under adverse circumstances and the decision will be to give birth to the child (p. 15).

Adoption. This may be the best alternative for mother and baby. However, giving up the baby can precipitate a severe emotional crisis as she is torn with the pressures from friends and family and with grief over her impending loss as opposed to the knowledge of the long-term responsibilities if she chooses parenthood.

Marriage. The strength of the emotional commitment, age and maturity are considerations in making this choice.

Single parenthood. This is now the choice of the majority of young women under 18 who do not choose an abortion.

Initial action. Colleague, Jan Piper, describes her experience working in the Los Angeles Planned Parenthood Clinic with the young teenager who presents herself as possibly pregnant.

> First, the client visits the lab where a pregnancy test is made. Then she is taken to a private room where they talk. The results of the test are within the probability of 10% accurate if showing positive or negative. If positive, the client is asked the question, "What do you think you want to do?" She is asked her circumstances. Alternatives are given if asked: adoption, keeping baby, and if abortion, Planned Parenthood will help to arrange. If age 16 or older, her parents would not have to know. If the test is negative and she wants contraception

> and is 16 or older, that can be prescribed. Referrals are made for counseling, medical care, other needed services (Interview, 1978).

Whether the counseling is first done in a Planned Parenthood agency, other agency, or by a trusted physician, minister, school counselor, teacher, or other helper, part of the referral can be to a school program. A special program for teenage parents can achieve the goals of crisis counseling in terms of growth and new behaviors in coping and enable students to continue their education.

An Educational Program Intervention to Meet the Needs

Types of comprehensive programs to teenage parents are summarized from West-Anderson (1978).

1. Health-based model, attached to a medical facility or health department
2. School-based model administered by a public school system
3. Social service model, sponsored through a welfare or counseling agency
4. Non-profit Corporation model which attempts to draw together all of the first three models (p. 52-53).

The concepts synthesized in the model diagram and chart, a product of interaction with several hundred students and professionals and exposure to the literature, proposes a Vocational Home and Family Life school-based model.

Conceptual model: focus on the student-clients and their needs--

The conceptual model attempts to show how a program with a core of Home and Family Life education integrates with all other areas of concern with teenage parent education and services. For a limited

period of time, through an intensive immersion into activities to apply the knowledge and skills of homemaking and parenting, and by capitalizing on the intrinsic motivation inherent in wanting to build a good life for their child, the student grows in confidence and self-concept. The diagram, in process, points to some of the possibilities of interaction between Home and Family Life Education and all other program components.

Vocational Home and Family Life Education. The learning activities focus on education for the well-being of individuals and families. In recent years it has made an increasingly larger commitment to the teenage parent population. Federal funding for these programs requires an approved vocational program. Goals and objectives are monitored at the district and state level.

Curriculum guides have been developed by several teenage parent programs. However, I want to share with you the philosophy, goals, and objectives of the recently developed curriculum guide from Seattle Public Schools. Examination will point up how an established curriculum for the regular student is immediately relevant to meeting the identified needs for knowledge and skills of young families to develop independence and responsibility.

What specific activities are chosen to meet the objectives is beyond the scope of this conceptual paper and is a part of program development and implementation. The activities, however, are likely to be highly motivating because they are centered in the students immediate concerns for knowledge and skills to take care of self and baby. It is APPLICATION of education to REAL LIFE.

Health education. Health care professionals have emphatically pointed out the need for early intervention with the pregnant teenager. Dr. Mark Smith, speaking on intervention strategies at the recent nurses continuing education conference in Kenmore, pronounced, "There is no debate--vigorous pre-natal care is needed!" Enrolling in the program early in the pregnancy after initial decisions have been made allows the public health nurse or other health professional to maintain continuous assessment and monitoring of the health status of the student. If not already linked up to an obstetrician, appropriate referral will be made.

With awareness of bodily changes a constant reminder, it is the "teachable moment" to impart needed health knowledge. Nutrition, pre-natal development, and preparation for delivery topics prepare them for new roles as parents.

Health counseling requires much time. Problems such as anemia and toxemia affect a higher percentage of teenagers and they need the explanations and assurances.

Learning child health care and how to deal with the health care system, and how to deal with their own health needs are important goals, as is education in family planning.

Building a peer support system. Referring to the conceptual model, the third emphasis penetrates throughout the program. Experienced parents know the joy and excitement of observing the daily development of their new child and sharing these early experiences as well as discussing problems with their friends. During their matriculation in the program the students can be encouraged to build this support and

take it along when leaving the program.

Listed are some of the expected benefits:

1. Helping someone else to work through a problem builds self-respect and self-confidence which leads to improved self-image.

2. Peer teaching stimulates learning; when students know concepts well enough to explain it to someone else, they generally will have learned it better.

3. It gives opportunity to develop leadership; this has transfer value to vocational plans.

4. By developing adequacies in support and by maintaining contact, help is available in the future, long after termination in the program.

5. Peers can be a source of contacts in the future--for jobs, services, other needs, including social contacts.

6. Baby-sitting and other services may be shared.

In the March, 1979 Pacific Alliance Concerned with School-Age Parents, Newsletter, Julie Gomoll, a parent at age 15, described her work in creating a city-wide network in Portland: "I think we all need to take a new direction in our counseling and guidance...when I share information with other caregivers, it gives me a sense of support and reassurance...mothers can find self-sufficiency for themselves."

Priorities. Wide variation in energy levels of pregnant women can be verified by those educators who have had pregnant teenagers in class. With their educational goals a lesser priority as they work towards "getting their lives together," for a few weeks the half-day of Home and Family Life education coordinated with the health program may be all they can handle. For a limited time these first three emphases should be allowed to take educational priority; it is teaching responsibility to allow the student to give major attention to the priorities that will

enable her to prepare to function optimally in her new role of parent.

For those who have more energy as often happens in the later trimesters of pregnancy, they should be allowed the flexibility to handle as many extra academic credits as they can manage.

Vocational. Teenage parent educators have observed that the child is a powerful motivator—the young parents want to be able to provide a comfortable life-style for their child. As students begin to solve their problems and they are linked up to needed services, they are ready for activities in career/life planning. Sometimes short-term goals of getting a job and earning money are more important to them than the long-term goals of education or training for meaningful work. These goals can be achieved through classes, workshops, counseling, class discussion, activities and experiences which offer opportunities to build self-confidence, social skills, and work skills; a Home and Family Life program provides for both.

Career planning with teenage parents means helping them through guidance activities to take charge of their lives. Assessment through objective tests with follow-up counseling can help in post-program plans and placement.

Academic. Pregnant and parent young women experience both special emotions and special needs for all kinds of new knowledge. These emotions provide intrinsic motivation. One former special education student was expecially motivated to learn to read better so that she would be able to share books with her child. In Language Arts, creative emotional expression can be encouraged. Educators working in teenage parent programs have been privileged to share some deep

experiences with students creations in poetry and writing. Curriculum materials published by teenage parent educators, such as Jeanne Lindsay (1977), were developed to reinforce the learning activities in health and parenting classes. Science and math must be practical and relevant (budgeting). All subject areas should include career education activities. GED is a viable alternative for the older teenager lacking in credits.

Students. What are the perceived needs of the teenage parents themselves? There were two formal opportunities this year in Washington to obtain input from students. First, a school-age parent survey was prepared by the Seattle District Office of Instructional Program Evaluation and presented to the study committee for the Seattle program in April, 1979. Needs identified by at least 20% of the 35 respondents from regular and alternative high schools included childcare, transportation, financial counseling, personal counseling, relationships, and problems in attending school every day.

On another occasion in March, a meeting was held at the Seattle program with guests from the teenage parent programs in Yakima, Everett, Bellevue, Renton, and Puyallup for the purpose of stating their needs and sharing them with visitors from HEW, Washington, D.C. Listed are the concerns brought up at that meeting:

Education and a facility
Childcare, babysitting; infant care
Transportation
Budgeting, Consumer Ed
Legal assistance
Counseling
Pre-natal health education
Child Development class
Education electives
P.E. exercises; prepared childbirth

Adequate housing
Money; career training; jobs
Availability of regular high school classes
Medical care for child with special problems
Childcare during illness of child
Special school during pregnancy because of "put-downs"
Welfare
Boyfriend responsibility

With appropriate administrative assistance and support and with the utilization of available community resources, the proposed program model provides for the identified needs.

Individual Educational Program (I.E.P.). Realistic exit goals, student learning objectives, counseling goals...need to be established as soon as possible after initial assessment at entrance to the program. An action plan and periodic checks on progress will assure students of staff interest in their achievement and the mutual accountability for reaching goals.

Duration, placement, outreach. There must be a comfortable, supportive, yet intensive learning environment with all energies focused on the goals of helping the students work through their appropriate developmental tasks of adolescence and responsible parenthood. Placement limited to three semesters--for some, less time may be required--will give a reasonable time for all services to be focused on the individual and for the student to take charge of her life with support from peers and counselors. During the entire matriculation, students will be helped with future life planning, and near the time of termination, appropriate future placement needs must be assessed with the use of suitable academic and psychological instruments.

After the student has returned to high school or has graduated, contact should be maintained by the counselors, and a support group

can be scheduled to meet monthly for social and educational purposes.

It is also appropriate that an outreach group for young fathers be held regularly to meet their parenting educational and emotional support needs.

Secondary education models to incorporate--

The education model is proposed because all the identified needs are functions of education or can be easily accomplished in an educational setting; this assumes that the student is already linked with established medical resources. Home and Family Life educators are already keyed in to maximal utilization of community resources.

With the programming allocations of time at half-day of Home and Family Life Education and a half-day academic, whatever model is chosen must be kept to manageable proportions. In larger school districts there may need to be several locations. Flexible, individualized programming in a supporting environment provides the climate for reaching objectives within a reasonable time. A teacher-student ratio of 1:20 (maximum) allows for daily personal contact as opposed to the "getting-lost-in-the-cracks" syndrome often found in large, institutionalized programs. One kindergarten teacher even suggested a ratio of 1:10. We are dealing also with the child; helping their child to achieve his/her potential with prevention of learning problems is a part of the experience provided for in the program.

The proposed program model will fit into any of the secondary models.

Alternative high school. Teenage parent programs in Washington State following this model include Auburn, Bellevue, Clover Park,

Edmonds and Federal Way (Puffert, 1979). Alternative high schools within the last decade have been the most open to flexible individualized programming and have allowed for the attendance needs of the pregnant teenager.

Alternative school, self-contained. Programs following this model, in addition to Seattle, include Yakima, Kennewick, and Everett (Puffert, 1979). However, the last two are under the supervision of the district vocational director; though they may be lacking in offering a complete program, it is expected that matriculation will be for a limited period of time. A Home and Family Life Program plus community resources results in objectives reached.

Mainstreaming in the regular high school. Programs in the state following this model include Longview and Mt. Tahoma, which is under Bates Vocational-Technical Institute for vocational funding (Puffert, 1979). Trends observed in teenage parent education and services in the past decade have seen the closing of many homes for "unwed mothers" and the rise of alternative education for those students who did not fit the regular pattern. After Title IX, a few elected to attend regular classes; now they are more visibly evident. It is suggested that the "spirit of the times" is much different than at the beginning of this decade; it is more acceptable for the pregnant and parent student to remain. During this same period of time there has been the push for mainstreaming, or normalization. In the regular high school setting the student is not isolated from peer activity characteristic of that stage of adolescence.

Offering the full services of a high school campus is more efficient and cost-effective. Students have access to all curriculum offerings

and can take advantage of as many activities as they can handle.

Policy in school districts. Title IX gives the right to pregnant students not to be excluded from the regular program.

In localities where special programs exist, including the Seattle district, practitioners have encountered the "push-out syndrome." That is, the visibly pregnant young woman is vigorously encouraged by administrators uncomfortable in dealing with them, to transfer to the special program, or to drop out of school.

Concerned over the question of equal education and Title IX, Radford (1979) investigated policy in the Seattle School District. Analyzing data from structured interviews she came to these conclusions:

1. At the administrator and practitioner level, there is a misunderstanding of policy.
2. There is bias.
3. There is incomplete knowledge of school-age parenthood.
4. There is lack of confidence in school counselors to counsel with the pregnant student.
5. It is a low priority item in terms of outdated policy and lack of guidelines and training.

Some of her recommendations, included in the final report of the district study committee, were to mandate in-service training for school personnel and develop a manual; review attendance policy to create a more consistent district-wide policy considering pregnancy related absenses; and to make all options known through an "itinerant counselor" position.

Apparently the policy issue has surfaced in many areas of the

country. A news release from the National Association of State Boards of Education (Nov, 1978), reported that the Department of Health, Education and Welfare has awarded them a three-year grant to study policy. In collaboration with the National Conference of State Legislators, the objective is to develop and implement effective policies and programs, and develop technical assistance media and documents. Our programs can expect to benefit from this project.

In-service. The argument is often given that students will not feel comfortable in the regular school setting because of self-consciousness feelings about their body image and because of attitudes of hostility ("put-downs") on the part of staff. There is clearly a need for information and sensitivity. Hostility must be changed to sensitivity on the part of staff. Administrators and support personnel need to be more informed on procedures so that students receive appropriate support and advocacy.

Staff. The needs of the teenage parent are unique and complex. With a broad range in age, grade placement and level of academic skills in addition to all the psychosocial needs, all staff must be willing to "reach-out" and to acquire counseling skills.

Walsworth (1979) provides insight into the optimum climate for staff and students to cope with their needs with twelve unique case histories.

Home and Family Life interaction with other services--

Among the programs in Washington State, there is considerable variation in how the objectives are met and how they are emphasized

(Puffert, 1979). A brief description of the Mt. Tahoma program will serve to illustrate how a teenage parent program totally immersed in Home and Family Life Education can operate.

Located in a portable at Mt. Tahoma High School, the students spend half a day there and the other half day in their regular high school. They participate in some of the so-called "traditional" activities of home economics--food preparation and nutrition, clothing projects and maintenance. But, the main focus is on the parent-child interaction. In the first part of the morning session the children are "enjoyed," involved actively, and observed as they are seated in a comfortable living-room-like setting. Practical sharing of experiences and knowledge develops into mutual support and appreciation. During the last part of their session the children move over to the nursery side of the portable where students from other Tacoma child development classes and psychology classes work as student aides under the trained childcare teacher/aide in a practicum experience, usually for about one period a day for two weeks. The teenage parents are then free to consider other issues in the curriculum (see goals and objectives).

The conceptual model shows the interaction of Home and Family Life with other services and with community resources. Again, referring to the Mt. Tahoma program, Margaret Clogston, teacher-coordinator, has utilized the conceptual model to report back to her advisory committee. In the half-day program she works with one teacher-aide who supervises the student-aides in the nursery; the talents of the aide in infant water safety are an added bonus. There is no academic component

to the program; here the student takes responsibility to work out her own academic credits, usually with her regular high school.

Her chart indicates a heavy usage of community resources coordinating into the program.

Childbirth Education Association	Educated childbirth
Public Health Department	Family Health Education
Public Health Department	Nutrition
Public Health Department	Counseling
Children's Home Society	Counseling and Intake Screening
Bates Counselor	Group Counseling
Christian Counseling Services	Couples Counseling
Mt. Tahoma nurse and counselor	

Social services and counseling. Since counseling functions are inherent in every aspect of the program, references have been made to them throughout this paper; the skills are needed by all staff. Social services staff assess basic needs and link to appropriate agencies and provide for individual, personal and group counseling. Assistance in subsequent placement, follow-up, and outreach are important functions.

Child care. A complete day care center in addition to providing childcare, provides a learning laboratory for the students in the program and for other child development classes and psychology classes. It is appropriate for each student to carry some of the responsibility for its operation. Ogg (1975) writes:

> The big difference between an adolescent and an older mother lies in the teenager's need for regularly scheduled blocks of time away from her baby in order to continue working toward her own personal development. In the long run, if she is successful in school and at work, the teenager's mothering capabilities may be enhanced. The infant care centers are indeed ready-made for teaching her the necessary skills. Observing how their babies are handled there, young mothers begin to learn effective childcare techniques. As they try out these techniques at home, they gradually build up a feeling of competence as mothers (p.8).

There are problems in day care in many communities. For instance, in King County (includes Seattle) the Day Care Referral Service sponsored by the Department of Social and Health Services, has 20% fewer listings than three years ago. With the need for day care increasing it may be necessary for the schools to establish more centers for older pre-school children as well as infant care centers. Types of day care most easily established in a school setting include a full licensed day care center, a mini-center, and a parent coop. Licensed day care homes in the community are also a source for care.

Prevention. Providing a systematic program of intervention as opposed to allowing the student to drop out or to "sink-or-swim" in the regular system without support has potential towards prevention, especially recidivism.

Also, opportunity exists to break the cycle of child abuse by building self-image with the two generations; the bonding begins at birth (if not sooner--in the pre-natal environment).

Involvement with school administrators and support personnel to solve problems may have preventive effects.

Leona Neves, Longview Home and Family Life educator, points out the benefits of mainstreaming in prevention efforts- "Students working as child care aides are dealing with reality...changing the crappy diapers...the spitting...the need to give attention...can't just take off and leave them..." The student, more deliberate in the decision to parent, usually decides not to be tied down now to those responsibilities.

Evaluation. Individual objectives met and students have increased in mastery of living skills, students have grown in self-awareness and

self-esteem, and they are functioning independently and with self-and-other responsibility.

Conclusion--

Several years ago, Janet Forbush, former director of the National Alliance Concerned with School-Age Parents, thinking that establishing an advocacy organization would solve the "problem," made the statement that she expected to be out of a job in five years. With the increase in sex education, with the availability of contraceptives, and with the availability of legal abortion options, it was thought that there would no longer be a significant incidence of teenage pregnancy. Recent data has shown these assumptions cannot be taken for granted (Wernicke, 1978).

Teenage parent programs based on social services, medical services, and some of general educational programs have been studied and appear to show a reduced rate of recidivism. Programs based on Vocational Home and Family Life Education have been initiated in the 70's in this state and have worked quietly accomplishing their objectives with parent students and their babies efficiently and cost-effectively. Support has varied according to the commitment of community advisory groups and school administrators. Utilizing the model based on Home and Family Life Education, which teaches the needed knowledge and skills and utilizes the resources of the community, we can intervene to enable teenage parents to successfully meet their developmental tasks of adolescence and parenthood. Then they can cope confidently as they guide their children through their developmental tasks of pre-school and beyond. Probably in no other educational program do we meet today's crises and also see direct benefits upon the next generation!

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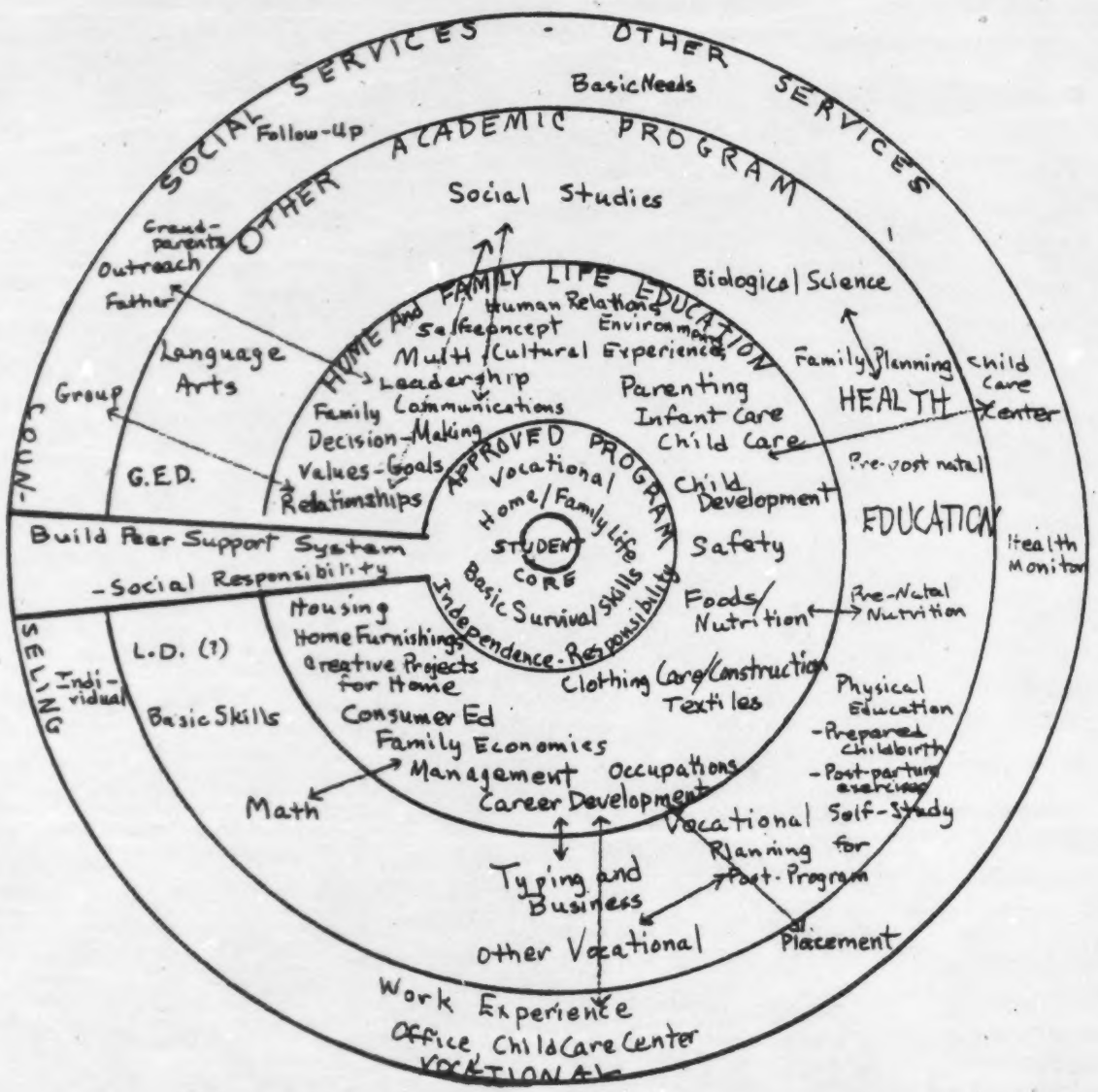
PROPOSED PROGRAM CONCEPTUAL MODEL



Miriam Torvik Puffert
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TEENAGE PARENTS: AN EDUCATIONAL PROGRAM FOR INTERVENTION
PROPOSED PROGRAM MODEL

PROGRAM GOAL is to provide an educational program linked to comprehensive services for the teenage pregnant and parent student that will provide an opportunity for the student to:	--increase in mastery of living skills. --gain greater self-awareness, self-esteem, and to grow from the experience. --achieve independence and self-and-other responsibility.

Model--description Manageable size: Larger com., more locations. Rooms Teacher/student ratio = 1:15 (1:20 maximum) Contact classes 1/2 day H/FL; 1/2 day academic	ALTERNATIVE SCHOOL (Self-Contained) 3--H/FL; Day Care Lab; Academic H/FL; Generalist Maybe	or ALT. HIGH SCHOOL 2--H/FL; Day Care Regular NO	or MAINSTREAMED (in H.S.) 2-3 rooms: H/FL; Day Care Lab; (academic) Regular H.S. faculty YES--all academic
	Flexible, individualized programming; I.E.P.; Take advantage of special needs and interests of student in basic curriculum		
Program Emphasis	1. Vocational Home/Family Life Education 2. Health 3. Build Peer Support System 4. Career education...awareness...experience 5. Academic subjects--basic, GED		
H/FL Emphasis	See conceptual model; central is the skill development in parent-child interactions		
Students Number Range, age When enter How long in prog.	Each location--30 (maximum--40) 13-20 Early pg. (health) 3 sem. (max.) Subsequent placement: Most appropriate (reg., alt., L.D....)		GOAL: Most appropriate placement for limited period of time GOAL: Acquire necessary coping skills, then take own resp. with support.
Other Services Social Services	Basic needs: medical, housing, WIC, DSHS, Child Care,... Follow-through services after graduation; future placement Referrals to appropriate social agencies.		
Counseling	Abortion, adoption, keeping options; personal/interpersonal. Supportive, "reaching-out" approach by all staff. By agencies; school counselors.		
Health	Public Health Nurse--family planning, pre-post natal health class & monitoring P.E. Class; prepared childbirth; exercise: post-partum		
Vocational	Instruction provided--all classes; workshops; assessment; counseling; placement.		
Child Care	Licensed Day Care Center--learning lab; or Parent Coop. Each student required to take resp. for its operation. Child Care aides model appropriate interacting behaviors.		
Staff	Selected on basis of professional interest, commitment, skills.		
Climate	Warm, supporting, homelike, realistic, interactive, respectful, motivational, participatory, business-like, promote resp., build self-esteem, positive reinforcement, open...nurturing...		
Outreach	Follow-through placement; provide monthly forums; assist to establish support groups; forums for young fathers.		
Funding	Voc; Dist.; Child C: DSHS, USDA; SS: Com. Agencies; Pub.Health...		
Evaluation	Approved Vocational Program; Objectives met. Miriam Tourk Pulfert June 1979 Revised		

PHILOSOPHY OF HOME ECONOMICS FOR SEATTLE PUBLIC SCHOOLS

Seattle Home and Family Life program serves the varying needs of its diverse population which is one of all income levels, ages, cultures, and lifestyles. The family, community, student, and teacher share an essential role in developing the philosophy and maintaining the goals of the Home and Family Life program.

Our purpose is to prepare individuals for the occupation of homemaking. The role of the homemaker encompasses all people who are responsible for themselves and/or others. The occupation of homemaking includes study to meet needs related to child rearing; decision making; managing personal and family resources; family relationships; purchasing goods and services; and providing adequate housing, food, clothing for the family. Meeting needs enables homemakers to develop a positive self image and more effectively deal in society with varying lifestyles and value systems. Preparation for the occupation of homemaking is a continuous process.

In the Seattle School District, for students grades K-12, the Home and Family Life program provides coeducational preparation and enrichment activities for the dual role of homemaker and wage earner. Areas of study are: Child Development, Consumer Education, Housing/Home Furnishings, Nutrition and Food, Personal and Family Relations, and Textiles and Clothing. The curriculum scope and sequence includes objectives and activities for leadership, safety, career, and multicultural education.

Home and Family Life Education K-12: a curriculum guide for Home Economics. Seattle Public Schools, 1978.

PROGRAM GOALS

The Home and Family Life education program will provide an opportunity for:

- the student to develop knowledge and skills to meet the basic needs for the occupation of homemaking.
- the student to explore careers which utilize the knowledge and skills of the home economics field.
- the student to develop skills of communication, computation, and decision making when dealing with problems of the home and community in a changing society.
- the wage earning student to acquire knowledge and skills needed for entry level employment or further education in a specialized field.
- the student to participate in learning activities which apply principles of management, safety, and leadership.
- the student to develop the ability to make decisions based on personal values and goals, recognizing changing sex role expectations.
- the student to have multicultural experiences throughout the homemaking program in order to benefit from our cultural pluralism.

- Home and Family Life Education K-12: a curriculum guide Home Economics. Seattle Public Schools, 1978.

HOME AND FAMILY LIFE EDUCATION

Certain behavioral objectives provide the focus for the program of studies in Home and Family Life Education. An identification of these behavioral objectives as defined for each of the six content areas follows:

CHILD DEVELOPMENT

1. The student will strive for growth in positive self concept.
2. The student will respect the uniqueness and worth of each individual.
3. The student will recognize the impact of changing sex role expectations in the total society.
4. The student will respond in a positive and flexible manner to the stresses and demands of a changing environment.
5. The student will provide experiences for children which will promote physical, emotional, social, and intellectual development.
6. The student will understand and respect children.
7. The student will be involved in home and community environment.
8. The student will explore careers in the child development field.
9. The student will analyze the skills, attitudes, and responsibilities of parenting.

CONSUMER EDUCATION

1. The student will analyze factors contributing to cost of goods and services.
2. The student will evaluate the influence consumers have in the marketplace.
3. The student will evaluate the factors of advertising and sales techniques which influence the consumer.
4. The student will recognize the responsibility for improving standards of goods and services.
5. The student will consider the cost of maintenance as well as initial purchase cost before purchase of goods.
6. The student will recognize the relationship between personal and family values and how it affects goal setting and decision making.
7. The student will make choices which provide for psychological, social, and physical needs within available resources.
8. The student will consider various purchasing practices.
9. The student will explore careers in the consumer field.
10. The student will participate in the rights, benefits, and protection of consumers.

HOUSING, HOME FURNISHINGS, AND EQUIPMENT

1. The student will determine factors in the community, society, and world which influence lifestyles and housing.

HOUSING, HOME FURNISHINGS, AND EQUIPMENT (continued)

2. The student will recognize the need to conserve and protect the environment.
3. The student will select housing, equipment, and furnishings which are consistent with resources, personal and family needs, safety, usability, care and design.
4. The student will recognize the ways to improve the quality of life for individuals, families, and communities.
5. The student will analyze, evaluate, and change living environments to meet personal and psychological needs.
6. The student will determine maintenance needs as a factor in housing selection.
7. The student will explore careers related to housing, home furnishings, and equipment.

NUTRITION AND FOOD

1. The student will analyze, evaluate, select, and prepare foods to meet physical, social, and psychological needs.
2. The student will evaluate consumer information as pertaining to nutrition and food.
3. The student will plan, purchase, prepare, store, and serve foods using a variety of techniques while meeting health and safety standards.
4. The student will explore careers related to nutrition and food.
5. The student will explore world food problems and alternative food sources.
6. The student will explore food practices of various cultures.
7. The student will apply principles of time, energy, and money management to food preparation.

PERSONAL AND FAMILY RELATIONS

1. The student will strive for growth in positive self concept.
2. The student will respect the uniqueness and worth of each individual.
3. The student will respect our pluralistic society.
4. The student will recognize the impact of changing sex role expectations in the total society.
5. The student will recognize the effect of values and goals on interpersonal relationships.
6. The student will strive for growth in interpersonal relationships.
7. The student will respond in a positive and flexible manner to the stresses and demands of a changing environment.
8. The student will be involved in home and community environment.
9. The student will be aware of world population problems and family planning choices.
10. The student will explore careers in the human relations field.

TEXTILES AND CLOTHING

1. The student will recognize that clothing and textile product selection and design are influenced by one's lifestyle and self image.
2. The student will select clothing and textile products for self and others that reflects consideration of availability, resources, quality, and suitability.
3. The student will construct and evaluate clothing and textile products which are satisfying to producer and user.
4. The student will practice selection, safe use, and care of clothing supplies and equipment.
5. The student will practice the ways to conserve and maintain clothing and textile products.
6. The student will recognize fiber characteristics in relation to performance, intended use, and resources available for maintenance.
7. The student will explore careers related to textiles and clothing.

KEY: TDM - Teacher Developed Material

Course objectives listed on each course summary page correspond numerically to the behavioral objectives listed here.

Home and Family Life Education K-12: a curriculum guide for Home Economics. Seattle Public Schools, 1978.